

The A.T.A.

Newland, H C
Victoria High School

Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE

MAGISTRI NEQUE SERVI



Vol. III.

EDMONTON, ALBERTA, AUGUST, 1922.

No. 3

Resolution of the Canadian Teachers' Federation, Saskatoon, July 26th, 1922

Just so soon as the School Board of Brandon will express its disapproval of the ultimatum and the manner in which it was issued to the teachers in the Spring of 1922;

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The A. T. A. Magazine

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Published on the Tenth of Each Month



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Published, Controlled and Edited by the
ALBERTA TEACHERS' ALLIANCE PUBLISHING CO. LTD.
10701 University Avenue, Edmonton South

Subscription: Members of A.T.A. \$1.00 per annum
Non-Members \$1.50 per annum

Vol. III. Edmonton, Alberta, August, 1922. No. 3.

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Official Announcements

LOCALS

Have you tried to form a local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together six members or have no Local Alliance. If as few as **THREE TEACHERS** can meet in one centre, the Annual General Meeting has instructed the General Secretary to recognize them as a Provisional Local Alliance; that is to say: If headquarters is informed of the name of the Provisional Local Secretary all official notices, communications, etc., will be forwarded. Don't be satisfied by being merely a "member at large": get into the organization work, and make the Alliance function in your midst—Provisional Locals should spring up everywhere. **MAKE SURE OF ONE WHERE YOU ARE.** Don't leave it to "George" to do it. Do your "bit."

MEMBERSHIP FEES

Secretaries of Locals are earnestly requested to particularly stress the following:

1. Fees collected in the early part of the year (Easter to Midsummer) assist materially in enabling the Provincial organization to finance during the most difficult period of the year.
2. The usual time for changing schools is at Midsummer and teachers who have signed their applications previously to that time will not have to be again located.
3. All **NEW** members will have their certificates of membership dated **ONE YEAR FROM THE DATE OF APPLICATION.** This means that all future fees will carry new members for twelve months and that members joining for the first time from now will no longer be nominally in arrear after Easter as has been the case heretofore. A full year's membership will be given for a year's fee.
4. The fees remain the same as for the past year.

PAYMENTS REQUIRED OF MEMBERS

	Annual Salary	Membership Dues to	Subscription to The A.T.A.	Total
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N.B.—The above dues include membership to the Canadian Teachers' Federation. The subscription to the A.T.A. Magazine is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than anything else to assist the Executive in planning for the entire year. The next Executive meeting will most likely be held in July. A splendid collection report will mean more than most members realize.

Has your Local appointed a good live membership committee?

NAMES AND ADDRESSES OF LOCAL SECRETARIES

The real strength of a Provincial Organization depends upon the Locals. Are you a member of a Local Alliance? If not, you should immediately communicate with the Secretary located nearest to you. **JOIN UP BY MAIL!** The Local Secretary will be pleased to hear from you and the Local Alliance delight to welcome you. **DON'T PUT IT OFF! AFFILIATE NOW!**

Local Alliance	Name and Address of Secretary
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No Provisional Locals have yet been formed.

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

July Executive Meetings

THIS midsummer the policy was again followed of holding round-table conferences of leading members of the Alliance who are assembled in Edmonton, either reading the Departmental examination papers or taking a course at the Summer School. The Executive finds that these conferences afford excellent facilities for enabling them to diagnose the opinion of our members, and round-table conferences are sandwiched between the sessions of the midsummer Executive meetings. This year, as has previously been the case, many valuable recommendations were made and officially acted upon. Apart from the dealing with the recommendations received from the round-table conferences, the work of the Executive meetings was largely devoted to general routine matters, receiving reports from the Law Committee, from the Grievance Committee, and from the General Secretary-Treasurer on organization, adjustment of grievances, propaganda, and the financial statement to June 30.

ALLIANCE COMMITTEE TO MEET WITH TRUSTEES

A communication from the Department of Education was received requesting the Alliance to appoint three representatives to meet with three from the Alberta Trustees' Association for the purpose of conferring at an early date on the matter of contracts. The meeting was to be presided over by the Deputy Minister of Education. Messrs. Peasley, Newland and Barnett were appointed to act for the Alliance.

REPORT OF LAW COMMITTEE

The General Secretary reported on visits to Olds, Calgary, Donalda, Mirror and Alix, and other points, and of having dealt with differences between boards and teachers; and it was recommended that his actions be ratified by the Executive.

Messrs. Van Allen, Simpson & Co. forwarded communications dealing with certain law cases under way, and their actions were approved. The Supreme Court appeal re MacEwan v. Johnson cannot be disposed of until the early fall; neither can the claim of Mr. Stansell against the Molodia School District, or of Mr. Trenholm against the Gimlet School District be heard before the District Courts until after the summer vacation. All these cases involve the pivotal question of what constitutes wrongful dismissal, what is a legal termination of a contract, and what are the liabilities of school boards for breach of contract. The judgment in each case is anxiously awaited.

Progress was reported on the Donalda case, the recommendation being that the Alliance endeavor to have a Board of Conciliation appointed to dispose of Mr. Warren's claim of unfair treatment by the Donalda School Board.

DISCIPLINE IN LOCAL ALLIANCES

The Law Committee discussed thoroughly the matter of drawing up a code of procedure for adoption by Locals, who, in a number of cases, seem to be at a loss to know just how far the members of their organization should work through the organization in approaching school boards.

The following principle was recommended for adoption:

"Whereas individual members are free to approach a School Board or Superintendent on any matter of

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administration, they shall not so act in regard to any matter of personal interest or concern without first placing such matter before their Local Alliance, or the Executive thereof; and in the event of any doubt arising as to whether such matter be one of administration or of personal interest, the opinion of the Local Alliance is final."

THE CASTOR CASE

A long discussion took place with regard to the dispute between the Castor Board and the Alliance, and the Law Committee recommended the President to send to the Board, together with a covering letter, a copy of Inspector Yule's letter to him referring to the attitude of the Castor Board to the Alliance.

The report of the Law Committee was received and adopted.

Mrs. Stone, President of the Redcliff Local, brought before the Executive the case of a recent difficulty between the Redcliffe Local and the Redcliffe School Board, and action by the Provincial Body was deferred pending developments.

ACCOMMODATION TO LOCALS RE ANNUAL FEE

Much discussion has arisen at various times regarding the inclination of teachers coming on a large staff late in the fiscal year to withhold their application for membership until after Easter. Although the last Annual General Meeting decided that, in the case of new members, their annual fee shall date one year from the date of signing the application form, officers of the large locals feel that some further adjustment should be made in order to avoid confusion. The A.G.M. resolution covers the case of members at large very well, since their dealings are with Headquarters direct, but will tend to confuse the work of local secretaries who prefer to have fees remitted through the local. The following was therefore decided:

That the Provincial Executive authorize all Locals that in the case of new members taken on the staff, such members MAY be charged one-tenth of the annual membership fee per month or fraction thereof, between the date of joining the staff and the end of the fiscal year.

ALBERTA DELEGATES TO THE C.T.F.

President Peasley, Past President Newland, and the General Secretary-Treasurer were appointed as Alberta representatives to the annual convention of the Canadian Teachers' Federation to be held at Saskatoon on July 24, 25 and 26. The delegates were specifically instructed to concentrate on the matter of the failure of the C.T.F. to carry out the policy decided on at the last convention, of liquidating financial losses incurred in the Moose Jaw, New Westminster and Edmonton fights.

AMENDMENTS TO CONSTITUTION

Two resolutions were passed at the last Annual General Meeting which involve changes in the Constitution. According to the Constitution, however, no amendment can become effective without first receiving a two-thirds majority of the electoral vote. The General Secretary was therefore instructed to prepare the ballot for submitting the following questions to the majority vote of all the locals:

1. Shall nominees for the office of President of the A.T.A. be restricted to members of the Executive?
2. Shall the Alliance constitution be so amended as to provide for the affiliation of honorary members?

APPRECIATION OF A. H. CARR, C.A.

The General Secretary was instructed to forward to Mr. A. H. Carr, C.A., Past President of the Calgary Local, and President of the Alberta Educational Association, a letter of appreciation of the earnest and valuable work done by him in the interests of the Alliance and of Education generally; of regret at Alberta's losing his services; and also wishing him every success and happiness in his new sphere at Queen's University.

Editorial

CONVENTIONS

THE time for Fall Conventions will soon be here again. Do the teachers of Alberta want Conventions, or do they prefer Institutes? And in answering this question they should bear in mind its relation to the proposed Easter-week holiday for the Provincial Convention of the A.E.A.

The Canadian Teachers' Federation recently approved, at Saskatoon, of the principle of statutory holidays during Easter week. Such holidays exist, we believe, in every province but Alberta. Ontario teachers are well satisfied with the scheme, and the teachers of British Columbia are enthusiastic, because the opportunity is thereby given for a province-wide gathering of teachers, untrammelled by Departmental regulations, or by the "teach-or-attend" complication. No question of pay for convention days arises because a full year's teaching earns a full year's salary, as before.

It has been suggested, however, that under such a scheme the attendance at the A.E.A. would be much smaller than under the present system. Perhaps so, but isn't it somewhat premature to say that Alberta teachers will not "be professional" before they have had the opportunity to show whether they will or not? If we are ever to have a "teaching profession," the fewer Departmental leading-strings we have, the better.

However, if the Easter Convention will not be, or is not now, representative of the whole Province, it must follow that teachers ought not to forgo their privilege of meeting in local conventions, nor ought they to suffer the control of such conventions to pass entirely out of their hands. The institute is an excellent thing in its way, but, after all, it is really Normal school extension work, and becomes less necessary as our Normal training courses improve and lengthen, and as our Summer School grows and develops. Moreover, there is another side to the development of a successful teacher for which the institute training is inadequate. The capacity for social leadership, the ability to debate effectively, to discuss issues intelligently, and to accommodate one's views and feelings to the will of the majority—these, and a dozen other advantages, are to be reckoned in favor of the teacher-controlled convention. To develop personality and capacity for growth in our teachers we must certainly put them as much as possible on their own resources.

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What then is the solution? We venture to think that a combination of the newer "institute" and the older "convention" would best meet the conditions, and achieve the best results. And if the convention part is managed by the local branch of the teachers' organization so much the better. Responsibility imposes obligations. The inspectors as a whole are most desirous of co-operating with the teachers in arranging such a programme as will serve the needs both of a convention and of an institute. In fact, we have heard of only one inspector in the whole Province who gave assurances that he "most certainly would not" co-operate with the Alliance in finding a good place on the programme for an Alliance speaker. A little tact and courtesy, and a desire to "pull together" is all that is needed to make our autumn conventions serve the cause of education in a way never before possible.

A NEW LIGHT

The *Montreal Weekly Witness* of July 19th has two editorials on the Brandon situation which we reproduce below. These articles are very sane; and while they do not favor the teachers' side of the case particularly, they do, at least, make some concessions to teachers from the point of view of public opinion. The old idea that "necessary retrenchment" is always a sufficient justification for cutting teachers' salaries seems to be yielding ground. Necessitous school boards can no longer expect to have their deficits made good by "benevolences" wrung from the teachers. They do not buy good coal under price because of impecunious circumstances—nor, for that matter, their dental or medical or legal service. Then why discriminate against the teachers? Another idea, as yet embryonic in the public mind, but likely to grow, admits the right of teachers to courteous treatment both from trustees and from the community. Time was when teachers, as "public servants," could be kicked and bullied with impunity, but the modern professional organization of teachers has changed all that. Lastly, there is a growing conception of professional service in teaching, and of the exceedingly great value to the community of teaching of the highest type. Manning its schools with low-salaried and poorly-qualified teachers is a "losing proposition" for any community. Hence, as the *Witness* editor suggests, not only for the sake of the teachers they have, but for the sake of those which they might and should have, the people of Canada should accord to their teachers courteous, fair, and even generous treatment.

A SCHOOL IN REVOLT

Among the classes that are unionized and are standing out against reduction of war-time salaries, are the teachers of Manitoba, who are at open war with the School Board of Brandon. We know nothing about the merits of the dispute except what we get from the organs of the profession. The teachers in a body refused the lower rates and left their positions, or were dismissed from them, on the first of

May. The Board had to fill their places as best it could, the result being necessarily very unsatisfactory, some of the makeshifts having to be repeatedly changed in the next two months. That was the least of the evil. The children, siding with their exiled teachers, were in revolt, and the prevalent epidemic of lawlessness broke out among them, at least to the extent of making life bitter for the new teachers. On these the usual obloquy was heaped by the Teachers' Federation, which posted their names and denounced them as unprofessional. The city was socially at civil war between those who, from the tax-payers' point of view, sided with the reduction, and those who took the teachers' side, largely the parents of the children, who resented the demoralization of the schools—possibly contributing to it. These are reproached, however, by the teachers' organ for inaction at the critical moment, which declares that the High School classes will be broken up, the Normal School will be crippled, the teachers of Canada will be united as never before. In deprecating all this the *Western School Journal* says it was all unnecessary, if one or two men had been a little more courteous and less overbearing, more anxious for the welfare of the children, and less for the overthrow of the Teachers' Federation. Retrenchment, it admits, was clearly a necessity. The teachers in refusing the cut in their salaries, asked for arbitration, and promised to abide by it. That might perhaps have saved the situation, but it was refused, presumably on the ground just stated, that the retrenchment was a necessity. The refusal of arbitration looms large and the necessity of retrenchment very small in the discussions from the teachers' point of view. We cannot but think that if that necessity had been courteously discussed with competent representatives of the teachers the whole trouble might have been saved.

IRREPARABLE HARM

It is hard to estimate the pity of it all. It so happens that Brandon, which the Teachers' Federation has put such a brand on, wisely refusing to hold their next meeting there, has been an exemplary school district. For what are called collegiate positions, it would employ none whose qualifications were less than a degree in Arts and first class professional, and for elementary schools, none below second class professional and two years' experience. Of the former, there were twenty-one, of the latter, sixty-five. Of this staff, marshalled by their superintendent, Mr. Alfred White, who goes out with them, Brandon was proud. Of course if, with the *Western School Journal*, we admit the main proposition that "retrenchment was clearly a necessity," we must lay the havoc wrought on the hard times and upon the ill temper which our disturbed times have bred. Looked at from the teachers' side, a large number of girls are getting only eleven hundred dollars. Twenty-five per cent. off that would be only \$68.75 a month. Would not that have astonished the school teachers of fifty years ago! Would it not astonish a lot of teachers in this province which is boasting so much of its educational advancement! Many of these count themselves happy in getting two hundred dollars a year where a year or two ago they got much less. It is fair to note, however, that instead of cutting down teachers' salaries there has been, in the Province of Quebec, very notable advance in the last year or two. The Manitoba teachers complain that

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Many members hardly like to bedeck themselves with the gaudy celluloid A.T.A. buttons which, for the past two years, have been used at large gatherings of teachers to distinguish A.T.A. members from non-members.

In order to overcome this objection, 500 very quiet but nevertheless attractive buttons have been ordered. Nearly 200 were sold during July to the teachers in Edmonton who were reading the Departmental Examination papers or attending the Summer School.

The design is a replica of the A.T.A. monogram on the front cover page of the A.T.A. Magazine; the letters are in gold on a background of blue enamel, and the circular face is but one-quarter inch in diameter.

Price 80c Postpaid

Send 80c to the General Secretary-Treasurer and a button will be sent per return mail. Locals may purchase them in bulk.

ONE ON HIM

Father—"Robert, why is it that the little Smith boy, who is so much younger than you, is ahead of you in school?"

Robert—"I dunno; I s'pose his folks is smarter than mine."

EASILY EARNED

"Do you know where Willie Simpkins lives, my little boy?" asked a kindly old lady.

"Yes. He ain't at home, but if you give me a penny I'll find him for you," replied the boy.

"All right, here you are; you're a nice little boy! Now, where is he?"

"Thanks; I'm him."

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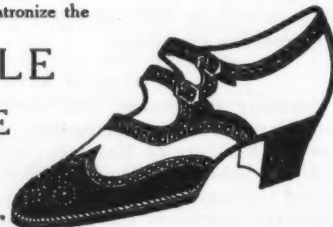
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after allowing thirty-five dollars a month for board, there is less than that left per month for clothing, books, recreation, railway fare, expenses to teachers' conventions, etc. Some will say that in days of stringency teachers might deny themselves some things like the rest of the people. We do not look on it in that way at all. *Teachers can be got, or, at least, to our knowledge, have been got for \$125 to \$150 a year. But then, what teachers! Teaching is the most responsible calling in the whole community. It demands gifts and graces that cannot be measured in money. The teachers should be the pick of the whole community. Their social standing should be at the top. It is practically certain, as the world goes, that the choice of teachers will be higher or lower according to the attractions which the life affords. Not only then, for the sake of the teachers that we have, the best of whom we frequently lose, but for the sake of those we might and should have, we must say that the last place for a community to save is on the salaries of its teachers.*

Editorial Notes

The towns and smaller centres are finding it very difficult to obtain principals. Men with the requisite experience and necessary qualifications have never been available for these positions in sufficient numbers, but this year the difficulty has been doubled by the urgent call from Calgary and Edmonton for more High School teachers. Of the seventeen High School teachers recently appointed by the Calgary Board, according to the *Calgary Albertan*, nine were from the smaller towns of the Province. Edmonton, likewise, has added nineteen new members to the city High School staff, and of these many are from the towns, several of them being principals.

The result is that Olds, Mannville, Alliance, Irma, Alix, and many smaller places, are much concerned over the question of securing principals. This raises a question of fundamental importance: Can the smaller towns afford to compete with cities for the services of the best teachers? Many of them say frankly that they cannot. Perhaps there are scattered instances where financial difficulties act as a bar, but on the whole we feel certain that our towns can make no better investment of public funds than that of paying their principals such a salary as will attract men of the very finest type in the profession. The heavy responsibility of the small-town principal for school administration and supervision, the demands on his time for extra-curricular activities, community work, and social leadership, all go to make his position of far greater importance than that of the city assistant, and he should be valued accordingly. There is a Nemesis for small town niggardliness.

The letter which appeared in our July issue from the Commissioner of Labor for Alberta should be care-

fully considered by Alliance members. Under the Labor Bureau Co-ordination Act, any organization of employees is to notify the Bureau whenever there is a dispute between such organization and an employer or employers. The Bureau in turn *must notify a prospective employee*, before offering him employment with such an employer or employers, *that a dispute exists, and must also state the nature of the dispute* if this information has been furnished. How would this work out if a teachers' organization were deemed to come under the Act? It would mean that whenever the Secretary of the A.T.A. notified the Government Teachers' Bureau of a dispute between a school board and its teacher or teachers it would then become the duty of the Teachers' Bureau to notify every teacher to whom it offered employment with that board of the facts of the dispute between the board and the A.T.A. Wouldn't that be a step in the right direction? The whole case hinges on the question as to whether the Teachers' Bureau of the Department of Education is or is not a Government Labor Bureau within the meaning of the Act. And if it is not, it could, of course, be brought under the Act. That is to say, the Teachers' Bureau could be placed under the Provincial Employment Bureau, as has been done in the Province of Saskatchewan.

This Act is a piece of progressive Labor legislation which places Labor organizations in a position of vantage as compared with the teachers' organization. For the teachers' organization has no official recognition in the machinery of the Department of Education. For proof of this statement, one has but to scan the diagram entitled "Alberta, Department of Education—Distribution of Functions, 1919," which appears at the front of the 1919 Departmental Report. There we find that the Trustees' Association is given a niche in the system, but there was no room, evidently, for the organization of the Alberta Teachers.

Somewhere between 700 and 800 students are seeking admission this term to our provincial Normal schools. The time is now arriving, therefore, when the public at large can reap the benefit from giving teachers better salaries, if the Department of Education will see to it that there is a selective elimination of those not fitted for the work of teaching. In other words, the standard of attainments and qualifications for a teacher's license should be raised, since the opportunity offers. Good salaries will never raise the status of teaching until there is some satisfactory means of weeding out the unfit. Dr. G. M. Weir, Principal of the Saskatoon Normal School, in the course of a recent address to Saskatchewan Summer School students and the delegates of the Canadian Teachers' Federation, was not in the least loath to say that he believed in "plucking" a large percentage of the "Normalites," and that his practice accorded with that belief. He was all for

longer courses, higher standards, and greater selective care in licensing teachers. It is to be regretted, then, that our Department of Education has not seen fit to discontinue the practice of permitting Normal School entrants to carry "conditions" from their Grade XI course. The result must certainly be that both the standard of general education and the intelligence level of our on-coming teachers is lower than is required for other professions, and lower, indeed, than it need be in the teaching profession.

* * *

Our congratulations to the Deputy Minister of Education, Mr. John Ross, whose attitude in regard to the standing in Alberta schools of New Brunswick "B.A. permits" was one of extreme rigidity. Mr. F. S. Selwood, the doughty champion of the Calgary Board, rode out of the West on a quest for good teachers. To the far East fared he, to the land of efficiency and low salaries—even to the very brink of the herring-pond. He found on his return, however, that he must tilt with the Deputy Minister, who was on guard, over the entry of his protégés. And the Deputy Minister won, taking the ground that these Eastern teachers produced no evidence of Normal training equal to that of Alberta teachers. They receive a few lectures on pedagogical subjects during their University training course, but they are given no practical demonstration before classes, and no criticism of lessons, such as is given to Alberta Normal School students. When Mr. Selwood communicated with Mr. Ross, asking whether the Department of Education would be prepared to give these teachers standing in Alberta, he was informed that the Department would not waive the usual requirements. The Department did not budge one iota.

Marginalia

The Teachers' Magazine, the official organ of the Provincial Association of the Protestant Teachers of Quebec, has emerged from its chrysalis as a full-blown forty-page monthly. The editor, Mr. R. E. Howe, B.A., Principal of the Westmount High School, Montreal, is to be congratulated on the crowning success of his efforts. The make-up is good, the print is good, the paper is beautiful, and the articles are of a high standard. The following skit will entertain our I.Q. contingent in Alberta:

KO-KO REDIVIVUS

Some decades three-ago there lived a merry humorist
Who had a little list, who had a little list,
Of "pestilential nuisances" and infant prodigies,
And people who extend to you a cold and flabby fist.

Though I am but a pedagogue and not a humorist,
I have a little list, I have a little list,
Of persons pedagogic with a flair so psychologic
They rouse my ire till I aspire to be a pugilist.

There was a time, not long ago, a happy time I wist,
Before my friends, alack-a-day! did take this psychic
twist,

When on our walks and in our talks and greetings
matutinal,

The birds, the sky, a hat awry, did form our little list.

But for such lore they care no more, like other psycho-
pests,

And naught we may or tell or say can sympathy enlist
But psychopathic, psychiatric, psychometric tests,
And whatsoever psycho-list I hitherto have missed.

On increment and decrements and I.Q. they insist,
With norms and scores to swell the list, the omnifarious
list,

With rank percentiles, normal files, and medians and
quartiles,

Until I fear that not a tear I'd shed if they were all
missed.

And when I see approaching me an Intelligimetrist
I put him on my list, I put him on my list,
For, Hang it all! if I should fall into the trap noumetric,
Ruined my name, lost my fair fame, as Educationist!

A VICTIM.

* * *

Shouldn't the officers of the Executive of the C.T.F. show some brotherly regard for the American Federation of Teachers? This organization, unlike the N.E.A., is purely a teachers' organization, having about 50,000 members, and including many outstanding teachers whose reputation extends across the continent. Their problems will resemble ours in many respects, and a closer interchange of news and views ought to serve as a common source of strength for both organizations.

* * *

Our congratulations to George Andrews, M.L.A., who was recently elected by acclamation to the Alberta Legislature from Sedgwick, Hon. Charles Stewart's former constituency. Mr. Andrews taught for some time near Sedgwick, and was a member of the Sedgwick Local of the A.T.A. It is encouraging to note that Alberta teachers may aspire to representation in the House. In England the parliamentary representatives of the N.U.T. have been a tower of strength to the profession. Even this spring the defeat of the government's compulsory pension scheme was due in no small measure to the vigorous resistance of the representatives of the N.U.T. in the British House of Commons.

* * *

Those who wish to know how press headings may adroitly bias press dispatches for propaganda purposes should read the following excerpt from the *Calgary Herald* of Thursday, July 27, 1922:

SIDES WITH BRANDON SCHOOL BOARD ACTION

Saskatoon, July 26.—The Canadian Teachers' Federation is prepared to co-operate with the Bran-

don School Board when that board expresses disapproval of the ultimatum issued to it by the Brandon school teachers respecting the salary scale, according to a resolution presented by W. J. Bailey, Regina, president of the Saskatchewan Teachers' Alliance, seconded by J. G. Lister, Vancouver, and carried unanimously at the close of the annual convention today. According to the resolution, this action was taken in the interests of the boys and girls of Brandon.

This dispatch itself is entirely accurate, and no doubt emanated from the *Saskatoon Star*, one of Canada's best newspapers, whose reports of the C.T.F. proceedings were very fair in tone, and very generous in volume. But the heading of this *Herald* report is absolutely false. The import of the resolution lent no color of warrant to such a heading: precisely the opposite was the meaning of the resolution, as can be seen by reading it on the front cover-page. Probably this was a news editor's blunder, or a typographical error, but really, isn't it curious how these little "slips" have the mysterious habit of always appearing on the wrong side? Or is it the right side?

* * *

The Alliance still incurs criticism—a few "boosts," but many "knocks." Some of the "knocks" are really "boosts," however. For instance, a member of the Calgary School Board recently referred in a Board meeting to the *A.T.A. Magazine* as the most vicious piece of propaganda on the continent! So, as with the *Literary Digest*, it is a mark of distinction to be a reader of the *A.T.A. Magazine*. But to fix on us a continental reputation imposes, indeed, no light burden; for, after all, the bally thing has to be lived up to as well as down.

* * *

To change the subject, we ran across the following delightful bit of literary chit-chat in a recent number of the *Newcastle Weekly Chronicle*. Perhaps it may serve to whet the appetite for autumn reading.

ISAAK WALTON A VANDAL—DEAN STANLEY'S DISCOVERY

One day Dean Stanley was guiding Mary Anderson among the storied memorials of Westminster Abbey. It must have been quite forty-one years ago, for, remarks the *Sunday Times*, Galatea was in the glory of her youth and beauty then. The old man paused in the south transept before the mural tablet to the learned and prolific Isaac Casaubon—Casaubon the elder, who was professor of Greek at 23 and father of twenty children at 55—and said he would show her the only piece of vandalism in the abbey that he was ever disposed to forgive. Then he laid his beautiful fingers in a caressing way on a place in the tablet where had been scratched, evidently with a nail, the characters, I.W. 1658.

Reading very late one night in a book about Izaak Walton, the dean had come upon a letter in which the author of "The Complete Angler" confessed that he had done this thing—at the age of 65, too, when he was old enough to know better. (It was probably the only mischief he did in his long and beneficent life.

But Dean Stanley was so excited and pleased that he seized a candle and hurried from the deanery into the dark church. He forgave all, for, like all men of parts, he loved Walton, and was only eager to verify the confession. There amid the shadows and the tombs and the silence he did verify it and long afterwards he permitted Laurence Hutton to make a rubbing of the I.W. 1658, which was strictly against the rules by dean and chapter made and provided.

A story, said an American the other day, is worth telling only when it emphasises something that is better than itself, and I think this story of Gentle Arthur Penrhyn Stanley, seeking by candlelight in that vast and solemn gloom the memento Sweet Izaak Walton had left more than two centuries before, is that kind of a story.

For 'tis so that they who know his book have ever loved Walton—with that manly *tendresse*, that delicate sense of intimacy which is the fine flower of friendship.

Walton loved good talk, good manners, good eating, a good song, and good books—in the "Angler" alone he refers to sixty-seven books—and by the geniality of his nature, the acuteness of his observation, and the grace of his style, he has left us a living, speaking picture of the converse, the manners, the eating, the favorite songs, and favorite books of the sedate but hearty gentry and clergy of royalist sympathies who, in the austere decade of the Protectorate, sought surcease from contention in the placidest of recreations.

His book was a soft, a cool, a sweet oasis in a troubled time. Such it remains into our time—a pleasant place of refreshment on the way and race of life. It remains, too, what it was in his lifetime, a veritable best seller.

He wrote the "Angler" at sixty. Before he died at 90 five editions had been issued. Since then more than a hundred have appeared, and one of the very best of them is American, edited by Bethune, a clergyman. Samuel Johnson put the "Angler" into a list of thirty essential books he made out for a young friend, and Boswell tells us that Walton's "Lives" was one of the doctor's most favorite books.

The old man lived in five reigns. When he was born, Shakespeare had yet twenty-two years to live; when he died, Addison was a lad of eleven. Like his life and his books, his portrait is endearing—a kind, open, friendly, placid yet sensitive countenance that smiles at you with the eyes a little whimsically. He sleeps in the south transept of Winchester Cathedral; far up that long and glorious nave—the longest but one in Europe—Jane Austen is buried.

* * *

—AUTOLYCUS.

THE CHILD WHO WAS WISE

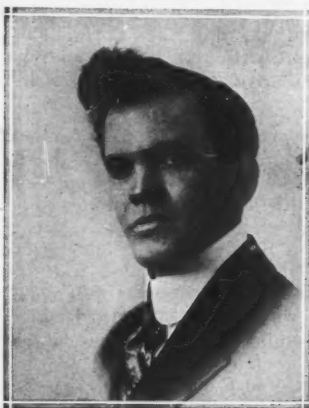
A gentleman took his little daughter to a toyshop to buy her a doll. "Now, what sort of a doll would you like, my dear?" said he, as a large assortment was placed on the counter by the shopman.

After some hesitation, the little miss replied: "I think I'll have twins, please."

Our Gallery of Portraits

THIS month we are adding to our gallery the portrait of Mr. A. H. Carr, C.A., an outstanding Calgary teacher, who recently resigned his situation as principal of the Commercial High School, Calgary, to accept an appointment as Lecturer in Accounting at Queen's University, Kingston, Ontario.

Our hero is a "Spud-Islander." He was born in the Island Province on September 23, 1889. After completing his High School Course and a year's work in Dalhousie University, he came West in June, 1909, and



A. H. CARR, C.A.

has been teaching ever since, part of the time as principal of a private school in Calgary.

In 1912 Mr. Carr married Miss Marie MacLean, of Rexton, N.B., who was Vice-Principal in 1911-12 with Mr. George H. Van Allen—now the head of an Edmonton law firm who are solicitors for the A.T.A.—then

Principal of Westminster School, Lethbridge. There is a *jolie petite famille* of one boy and two girls.

The Calgary School Board engaged Mr. Carr in September, 1917, as instructor in Commercial classes at the Central High School, and when the Commercial High School was established in September, 1919, in the Dominion Lands Office Building, he was made Principal. Under his charge the school has grown from 100 students to an enrollment of 326 for last year.

As an Alliance member since 1917, Mr. Carr is well known to the teachers of Calgary, and, indeed, of the whole Province. He was President of the Calgary Local, 1920-21; and last Easter was elected President of the Alberta Educational Association. He assisted the Curriculum Committee of the Department of Education in outlining a commercial course for elementary schools, and served on the subcommittee which is revising the commercial curriculum for High Schools.

Mr. Carr has done a great deal to raise the status of teaching in Alberta. A vigorous and persistent advocate of higher academic and professional qualifications for teachers, his watchword has always been: "Stay in the profession and make it worth while." And his own example has fully borne out this precept, for he has studied every year since he started teaching, devoting his time to the study of economic problems through courses with Queen's University. In 1919 he was successful in obtaining the Chartered Accountant's degree from the University of Alberta, and in May of this year he was appointed Director of Extension Courses and Lecturer in Accounting at Queen's, his duties to begin in July.

Mr. Carr was a citizen as well as a teacher. Besides being a member of the Calgary Board of Trade, and of the Calgary Canadian Club, he was interested in the Tuxis Movement, especially in Knox Church, Calgary.

The Provincial Executive of the A.T.A. recently communicated to Mr. Carr an expression of their esteem, recognizing the loyal and unselfish service which he has given to teaching and to education in Alberta. We lose, but Ontario gains; and our best wishes go with him to his new position.—H.C.N.



Edmonton School Board in the Limelight



MINIMUM SALARY FOR GRADE TEACHERS MAINTAINED AFTER A STRENUOUS FIGHT

TRUSTEE Wm. Rea lived up to advance notices when his long deferred notice of motion on Grade Teachers' Salaries came up for discussion on June 26th. With reduction of the minimum as a key-note, "No Surrender" as a rallying cry, and a majority of the School Board solidly lined up behind him, the cause of the teachers looked pretty hopeless. Even an invitation to the Alliance Representatives to come into the sacred precincts beyond the "railing," and to take seats round the Board table, appeared, at the moment, more like an invitation to grace the conqueror's Triumph, than a possibility for useful discussion.

But the Alliance Representatives went, nevertheless—both Public and High School—and stayed there, through two long and exhausting sessions. It is only fair to say that they were given every courtesy, and

unrestricted freedom of speech; of which full advantage was taken.

Mr. Scott, President of the Public School Alliance, made a strenuous and outspoken protest against any reduction, which would be an uncalled-for reversion to "cheap" and inefficient teaching, and a sacrifice of the child to a false concept of economy; while Mr. Hyde, as spokesman for the High School Teachers, brought out clearly, how vitally the interests of secondary education are linked up with teaching efficiency in the grades.

But the real brunt of the fighting fell on the minority of the School Board, and never was the cause of Education and the Teacher better championed than by Messrs. Scott, Barnes and Dr. Crang. They never weakened, and they never lost heart. Every twist of procedure was invoked, every resource of eloquence and persuasion brought to bear. In all his long career of School Board strife and struggle, Mr. Barnes has

seldom shown to better advantage, and the result, a maintenance of the minimum for all permanent grade teachers, was a veritable triumph for him.

The motion that was finally passed by the Board and approved by the Teachers' Representatives, while it embodied certain existing stipulations for the employment of provisional teachers for a probationary period of two years at a commencing salary of \$1100, and while it extended the time for reaching the maximum two years, was firm as a rock in its maintenance of the existing minimum and maximums.

The teaching profession at large has legitimate reasons for satisfaction in this result, and the hope that it gives that the wider vision in educational values will ultimately prevail.

It may profitably glean also a strong incentive to exercise that eternal vigilance, without which no permanent and honorable peace with reaction can be achieved.

Obituary

Yeoford, Alta., Aug. 18, 1922.

Mr. J. W. Barnett,

Sec.-Treas. of the Teachers' Alliance.

Dear Sir:

I very much regret having to inform you of the death of one of your members, Mr. David Hunter, of Keystone, and of Goose Creek School.

He passed away after a short illness and was buried at Knob Hill cemetery on the 18th inst. I am,

Yours faithfully,

S. ELIZABETH SMITH,

Provincial District Nurse.

Local News

CALGARY

The excursion of Trustee Selwood to Ontario, Nova Scotia, Quebec and New Brunswick resulted in the securing of three teachers only for the High School staff, as will be seen by the appointments given below. In all seventeen new teachers were appointed. Of these thirteen were men. Three of the teachers were from Nova Scotia, one each from Saskatchewan and British Columbia, while nine came from the smaller towns of Alberta, and the remaining three from Calgary. Two of the latter were from the staff of Mount Royal College, and the third from the Sprott-Shaw Business College.

The new teachers secured are as follows:

Fred J. Patterson, B.A., former Principal of the Edmunston, N.S., High School; Richard Crummy, B.A., Vice-Principal at Red Deer; E. B. Asselstine, B.A., Principal at Wetaskiwin; S. M. Zineck, B.A., Principal at Chester, N.S.; J. W. Churchill, B.Sc., of Chauvin, Alberta; W. D. Hay, B.S.A., Raymond Agricultural School; Miss Mabel C. Giles, B.A., Calgary, and formerly on the Olds staff; W. E. Carsley, B.A., Principal at Kaslo, B.C.; M. K. Harding, B.A., of Lockeport, N.S., and formerly principal in Saskatchewan; J. C. Flick, M.A., Principal at Olds; Mrs. L. A. Bagnall, M.A., of Wainwright staff; F. D. B. Johnston, B.A., Principal

of the Mount Royal School; Miss F. G. McKinnon, B.A., of the Mount Royal staff; J. H. Main, B.A., Principal at Claresholm; John Ferguson, B.A., Principal at Shaunavon, Sask.; G. C. Paterson, B.A., of the Medicine Hat staff; Miss Helen J. Tait, B.A., of Sprott-Shaw Business College.

The following are the staffs of the Calgary High Schools for the fall term:

Central High—Dr. J. M. Hutchinson, Principal; F. L. Woodman, M.A.; F. C. Jennings, B.A.; Miss F. L. Breckon, B.A.; W. W. Scott, M.A.; W. Jones, B.A.; Miss M. B. Moore, M.A.; Miss J. Elliott, B.A.; Miss E. J. McPhail, B.A.; Fred J. Patterson, B.A.; Richard Crummy, B.A.; E. B. Asselstine, B.A.; S. M. Zineck, B.A.; J. W. Churchill, B.Sc.

Crescent Heights High School—A. Aberhart, B.A., Principal; J. D. Ferguson, B.A.; Miss E. Alford, M.A.; E. D. Campbell, B.A.; P. R. Brecken; Miss M. Ball, B.A.; Miss K. McKellar, B.A.; Miss F. Todd, B.A.; W. H. Adamson, M.A.; E. Smith, B.A.; W. D. Hay, B.S.A.; Miss Mabel C. Giles, B.A.

South Calgary—T. E. A. Stanley, B.A., Principal; G. E. Pulleyblank, B.A.; Miss E. McNab, M.A.; Miss R. Harrop, B.A.; W. E. Carsley, B.A.; M. K. Harding, B.A.; J. C. Flick, M.A.; Mrs. L. A. Bagnall, M.A.; F. D. B. Johnson, B.A.

East Calgary—F. D. Weir, B.A., Principal; Miss E. M. Shepherd, B.A.; Miss F. G. McKinnon, B.A.; J. H. Main, B.A.; John Ferguson, B.A.; G. C. Paterson, B.A.

Commercial High—G. Cromie, Principal; Miss C. A. Cooke, R. D. Webb, Mrs. M. Osterhout, O. McKee, Miss Helen J. Tait, B.A.

Our congratulations to Mr. George Cromie on his appointment to the principalship of the Commercial High School, Calgary.

EDMONTON

The Alberta Alliance and Edmonton teachers were honored by the visit of several of the delegates who were returning from the conference of the Canadian Teachers' Federation at Saskatoon. The party included: Miss Bertha Adkins, of St. Thomas, Ont.; Dr. E. A. Hardy, of Toronto; Mr. R. E. Howe, of Montreal; Miss H. R. Anderson and Mr. J. G. Lister, of Vancouver; and Mr. Harry Charlesworth, the retiring President of the C.T.F., of Victoria, B.C. These visitors were shown the beauties (!) of Edmonton by Secretary Barnett, and were entertained as guests of the Summer School at the University. Dr. Hardy gave the students an inspiring talk, and Miss Anderson captivated them with her delightful humor. Although most of the Edmonton teachers were out of the city on vacation, there was a little banquet at the Macdonald Hotel on the evening of July 29, which gave Dr. Hardy an opportunity of meeting at least some of the teachers, and of setting forth the excellent work and high achievements of the Ontario Secondary School Teachers' Federation—a most interesting address, which was a revelation to those present. These friendly and informal meetings with teachers from other provinces are one of the most valuable activities of the C.T.F.

Edmonton teachers sympathize deeply with Capt. Harry Balfour, of the Victoria High School, and with Mr. L. R. Mattern, of the Stratheona High School. Capt. Balfour was called unexpectedly to his old home at Lindsay, Ontario, where his father died suddenly.

Mr. Mattern also mourns the loss of his father, who died recently at Ponoka.

Mr. J. M. Roxburgh, B.A., Principal of the Fort Saskatchewan schools, and Mr. A. E. Rosborough, M.A., Edmonton, and Mr. Harry Clark, B.A., Principal of the Vegreville High School, have all been recently appointed to the staff of the Edmonton High Schools.

Miss Adele Philp, of the Highlands School, has the best wishes of her many friends on her marriage to Mr. Fred Mitchell. Mr. Mitchell is well known to the tennis players of Edmonton.

Miss Frances May, of the Highlands School staff, has forsaken teaching for matrimony. Our best wishes for her happiness are offered.

On Tuesday, August 8th, Miss Majory, the daughter of Mr. Leonard H. Humphreys, Principal of the McCauley School, was married to Mr. Douglas Cobbledick, barrister, of Edmonton.

Our congratulations to Mr. E. E. Hyde, Past President of the Edmonton High School Local, on the birth of a son.

MUNDARE

Mr. C. D. Kelly, B.A., Principal of the Mundare Schools, was recently married to Miss Mary Stanton, of the Vegreville staff, and secretary of the Vegreville Local. Miss Stanton carries with her the best wishes of the Vegreville teachers; and Mr. Kelly is to be congratulated, not only upon his marriage, but also on the excellent showing which his school has made at the recent Departmental examinations.

WETASKIWIN

Mr. E. B. Asselstine, M.A., for several years Principal of the Wetaskiwin High School, has left to join the staff of the Calgary High Schools.

Miss Kohlbach, also of the Wetaskiwin High School staff, has been appointed to the High School staff at Lethbridge.

ORION

On Friday evening, June 2nd, the teachers of the neighboring districts gathered at Orion with the purpose of forming an A.T.A. Local.

The meeting opened with an address by Mr. Crawford, who had very kindly come from Lethbridge to help us organize. He carefully explained the aims of the Alberta Teachers' Alliance, and the benefits derived from being members.

The teachers by motion decided to organize, and a new Local, "Orion," was formed. The election of officers then took place, the following members being elected:

President, Mr. L. A. Barker.
Vice-President, Mr. H. Webb.
Secretary-Treasurer, Miss A. Youill.
Press Correspondent, Helen B. Fisher.

Following the business meeting friends of the teachers arrived and helped pass a most enjoyable evening, during which all cares were forgotten in the playing of indoor golf and bowling. Refreshments served about 12:30 brought to a close our first meeting, which was voted a pronounced success by all present.

Our Local at present boasts of six members, but we hope to greatly increase that number in the near future, and you may expect to hear more of the Orion Local.

HELEN B. FISHER, Secretary.

LETHBRIDGE

The Lethbridge Public School Board has fallen in with the plan of the interchange of teachers between Canada and the Old Country under a plan by the Overseas Educational League. The London County Council, under whose jurisdiction education in London, Eng., comes, has acquiesced in the plan. As a result Misses Bateman and Kerr of the Westminster school, will leave for London to engage in teaching in the London county schools for a year, their places here to be taken up by two teachers from London, already selected for the positions. The difficulty before the Board, as discussed at the meeting held on Thursday night, was in regard to the salaries. The London teachers are receiving larger salaries than the Lethbridge teachers, being in receipt, respectively, of salaries in dollars of \$1700 and \$1500 as compared with \$1475 and \$1375 which Miss Bateman and Miss Kerr are receiving. The Board did not feel justified in going to the expense of paying the higher salaries for the London teachers. The matter, however, will be adjusted by the Overseas league so that the Lethbridge School Board will not have to pay the extra salaries. This has been promised by Major Ney of Winnipeg, the Canadian representative of the League.—*Lethbridge Herald*.

Organization

(I. F. T.)

An old negro coachman I hired one day
To drive me along for a part of the way
To the log cabin where I was going to stay,
For my summer vacation.

He belonged to a Union, and said: "You must own
That to organized unions respect should be shown."
I replied that each man would do better alone,
In my estimation.

He said naught, but his whip-lash, as past them we flew,
Killed a fly and a beetle, a mole and a shrew,
And a tall yellow flower by the roadside that grew
In proud isolation.

Amazed at such skill, I cried out: "Do you see
A grey hornets' nest hanging down from that tree?
Cut it down with your whip-lash." "I dassen't,"
grinned he:
"Dat's an Organization."



The Calgary Situation



THE *Calgary Herald* of July 24 reports Chairman Sinnott of the Calgary School Board, and Dr. A. M. Scott, Superintendent of Schools, as stating that no difficulty is experienced in securing High School teachers. The *Albertan* of the following day has a headline to the effect that the School Board has difficulty in getting teachers; that it is impossible to get teachers for the departments of Mathematics and Science; and that the Board is forced to pay much beyond the schedule to secure two teachers. "The Calgary School Board," remarks the editor of the *Albertan*, "is whistling to keep its courage up when its chairman says there is no difficulty in getting teachers."

It is clear enough that the Calgary High School teachers are chafing under their treatment at the hands of the Calgary Board. The trouble began over the following report in the *Albertan* of May 2:

CRITICISM MADE OF HIGH SCHOOL TEACHERS IN CITY

Half of the High School teachers of Calgary do not measure up to sufficiently high standards, according to sentiments expressed at yesterday's meeting of the finance committee of the Calgary School Board.

When F. S. Selwood, member of the Calgary School Board, goes East in the near future, he will be requested by the Calgary School Board to investigate conditions in Ontario with a view of securing better and more efficient teachers for the High School next fall.

Methods adopted by some Calgary teachers in accepting tutoring fees for outside pupils were criticized also at this meeting.

It was stated that many of the Calgary High School teachers accepted tuition fees from parents of some of their pupils who desired their children to advance faster in different subjects.

Dr. A. M. Scott criticized this as being unprofessional, especially when teachers received fees for special tuition of children in their own classes.

No resolution was passed regarding this matter.

The teachers hotly resented these remarks and sent a letter to the Board requesting an explanation. Shortly afterwards Messrs. McKim and Cameron accepted Collegiate positions in Toronto; Mr. Andrews, in Sarnia; and Mr. Carr, at Queen's University, Kingston. Later, six more resigned, obtaining better positions elsewhere.

The feeling of the Calgary High School men can be understood from the following interviews in the *Albertan* of July 22 and July 25:

CALGARY HIGH SCHOOL TEACHERS DENOUNCE BOARD

Calgary High School teachers are dissatisfied with the way they are being treated by the Calgary School Board, according to statements made by two of them to a reporter from the *Albertan* yesterday. Not only is the salary question vexing the teachers, but also the attitude of the School Board is not at all satisfactory, they say.

"Is it not a significant fact that seven married men, all having their homes here, should have resigned from the High School staff this year?" asked one of the High School teachers of an *Albertan* reporter yesterday. "Do you suppose we would be willing

to break up our homes and go to the expense and trouble of moving to other parts if there were no stronger provocation?" he asked.

"Where are these men going?" he was asked.

"Five to Ontario and two to British Columbia."

"Are these men bettering their condition in every case?" asked the reporter.

"Yes, take the salaries alone. In the past few years salaries in Ontario have been increased from 50 to 100 per cent., while in Calgary the maximum has increased only from \$2800 to \$3000, a little over 7 per cent. Why, even Camrose outbid Calgary for a teacher."

"But then the salary question is not the only grievance. The attitude of the Board has much to do with it. A statement was made some time ago which was attributed to the chairman of the Board, that the High School teachers were 50 per cent. inefficient. This was not denied and was reported in the papers elsewhere.

"Then, when a letter was sent to the Board asking for an explanation, Trustee Jones suggested returning the letter unanswered, and finally the chairman repudiated the statement, but not until it had done grave injury to the reputations of the staff. Later, when teachers were needed, the Superintendent boasted that there were plenty obtainable; at least 60 applications had been received.

"The usual system of obtaining teachers is to advertise for them. The selections are usually made by the Superintendent and Principal. But this year Calgary has sent a trustee East to pick up what he can. It is strange Calgary could not get teachers in the ordinary way. Is it any wonder that the teachers chafe under such conditions?"

Another teacher called attention to the difference in salary schedules in Ontario and here.

"Toronto has a pension scheme. Calgary has none," he said. "Edmonton started some teachers at \$2400. Their regular schedule, it is rumored, will be \$2200 minimum and \$3300 maximum."

The schedules in Ontario have been steadily increasing. A short time ago Toronto had a minimum of \$1600, but though nominally it has been increased only to \$2000, seldom is anyone engaged at that figure for allowance is made for service and, as only competent teachers with good experience are engaged, the real minimum is \$2400, with a maximum of \$3400, which will increase at Christmas. Sarnia has a minimum of \$2800 with a maximum of \$3400, and London has the same schedule. In fact, it is stated on good authority that over 20 school boards in Ontario are now offering \$2000 per year as a minimum for High School teachers.

The unfairness to the Calgary High School men of the Board's action consists in the fact that after all the wild talk about efficiency and the piteous débâcle of Mr. Selwood's excursion to the East, the Board was compelled to pay much beyond the schedule to secure new teachers, who may or may not "make good." In fact, some of the new men may come in at salaries in advance of present members of the staff who have been giving efficient service. The Board had to go above the minimum in order to secure two of the teachers who were just engaged. E. B. Stuart, B.A., who was

engaged to teach English, French and history at the Central High School, and M. K. Harding, B.A., who is to teach chemistry at the South Calgary High School, are to receive an initial salary of \$2500, while W. E. Carsley, of Fernie, B.C., a first-class honors man from Oxford, will teach Latin at the South Calgary School on the initial salary of \$2000.

The *Albertan* editor thus discusses the situation (editorial of July 25):

Ten High School teachers, some the best and most experienced in this city, have resigned from the staff in the last few months. That means that next season the Calgary High Schools will begin work with 25 per cent. new teachers, unaccustomed to the work and untried, who may or may not be competent. The Board is finding great difficulty in securing competent High School Teachers.

That is a serious condition of affairs.

If it happened in a business house that one-quarter of the members of the staff—the most experienced and most competent in the employ of the firm—re-

signed at one time, the wise manager would investigate at once and find out the trouble.

The fact is, we are losing our best teachers. That is a very serious matter. It is serious for the pupils and it is serious for the ratepayers. What is the reason?

There is a reason. Such a condition never existed before. Is it the fault of the wage schedule? It is the fault of the Superintendent? It is the fault of the chairman of the School Board? Is it the fault of the School Board? Is it the fault of the city? Is there anything that can be overcome?

This depletion of our schools is something that must not be permitted.

The transfer of the best and most experienced teachers in Calgary, who have been tried and found to be good, in exchange for uncertain experiments which Mr. Selwood is picking up in the Maritime Provinces, is not very good business for the Calgary schools.



The Saskatoon Conference of the C. T. F.



THE third annual meeting of the Canadian Teachers' Federation was held at Saskatoon on July 24-26. The following delegates were present:

Quebec:

R. E. Howe, 4525 St. Catherine St., Westmount, Que.

Ontario:

Miss B. Adkins, 11 Drake Street, St. Thomas, Ont.

H. A. Halbert, 308 Durie Street, Toronto, Ont.

Dr. E. A. Hardy, 81 Collier Street, Toronto, Ont.

Manitoba:

H. W. Huntly, 256 Inkster Boulevard, Winnipeg.

E. K. Marshall, Portage la Prairie, Man.

C. W. Laidlaw, 140 Helensdale Ave., Winnipeg.

Alberta:

H. C. Newland, 11129 61st Street, Edmonton, Alta.

Charles Peasley, 754 61st Street, Medicine Hat.

J. W. Barnett, 10701 University Ave., Edmonton.

Saskatchewan:

W. J. Bailey, 1304 King Street, Regina, Sask.

J. K. Colling, Central C.I., Moose Jaw, Sask.

J. A. Speers, Collegiate Institute, Saskatoon, Sask.

British Columbia:

J. G. Lister, "Pemba," Central Park, Vancouver.

H. Charlesworth, 628 Battery St., Victoria, B.C.

Miss H. R. Anderson, 843 Cardero St., Vancouver.

Last year delegates were present from each of the nine provinces, and it was expected that there would be a solid organization of teachers from Coast to Coast. But this year, owing to financial difficulties, five provinces only were represented. This matter received the attention of the Conference, and it was decided that in future the expenses of all delegates will be paid out of C.T.F. funds, and not, as formerly, by the several provinces. Such a step seems the only way to solve the problem of attendance at the annual meeting, involving as it does the great expense of travelling over immense distances—an expense which some of the younger and weaker organizations could only with the greatest difficulty afford. On the invitation of Mr. Howe, Montreal was chosen as the place of meeting for 1923, and the date will probably be the first week in August.

Although there are only three official delegates from each province, the public and press are admitted to all of the sessions, and any teacher from any part of Canada, the United States, or the Empire, will be heartily welcomed at Montreal next summer. It is to be hoped that there will be a good gathering of teachers from Quebec and the Maritime Provinces.

This year an official stenographer was engaged to make a verbatim report of the whole proceedings. Mrs. Robertson, of the Saskatoon Stereographic Co., is in charge of this work, and as soon as the official copy of the minutes and of the verbatim report is received from her we shall publish portions thereof to the extent of our available space. In the meantime, we shall point out some of the most important and interesting features of the Conference.

Very encouraging it was to hear read by President Charlesworth the invitation from the National Educational Association (N.E.A.) of the United States, asking the Canadian Teachers' Federation to send their President to address the N.E.A. at their Boston meeting in April, 1922. Mr. Charlesworth was unable to go, but sent a message of greeting, which was warmly received, and acknowledged by a most cordial reply. The result is that the officers of the C.T.F. are instructed to communicate with the N.E.A., the National Union of Teachers of England, the four secondary school teachers' organizations of England—the Incorporated Associations of Headmasters, and of Headmistresses—and the Educational Institute of Scotland, and to invite these bodies to send representatives next summer.

The Brandon situation came in for a great deal of discussion and it is almost superfluous to say that the provinces of Canada are solidly behind the Brandon teachers. Their high courage and unflinching resolve to see the thing through stand as an unparalleled achievement of Canadian teachers. The resolution on the front cover-page very clearly expresses the future attitude of the C.T.F. to the Brandon Board.

The matter of financing these disputes was perhaps the outstanding item on the agenda, and the debate on this issue was at times extremely warm and intense, there being two widely divergent views, represented

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TO THE TRUSTEES OF THE ALBERTA TEACHERS' ALLIANCE INCORPORATED.

I hereby make application for membership in the above Corporation.

I hold a Class Certificate recognized by the Department of Education of the Province of Alberta.

I agree to pay the proper membership fees, and in all other respects to conform to the rules and regulations of the Corporation.

Dated at, this day of, 192.....

Have you ever been a member of the A.T.A. previous to date?

If so, where were you teaching at that time?

Were you a member of a Local Alliance?

(Write No. or name of Local)

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by Alberta and by Manitoba. The delegates from Manitoba were opposed to a compulsory levy, or to a central fund available in such emergencies. In fact, they made it clear that Manitoba teachers were loath to accept assistance for the Brandon teachers from teachers outside of the Province. Alberta on the other hand, took the ground that the Conference last summer at Toronto had committed the C.T.F. to the policy of reimbursing teachers for financial loss suffered in disputes with school boards, and called upon the C.T.F. to implement the promise made by the Toronto resolution. It must be pointed out, of course, that this Toronto resolution called for the reimbursement of teachers in Edmonton, Moose Jaw, and New Westminster, out of the general funds of the C.T.F., such funds to be raised by a capitation tax of either 50 cents or one dollar. But when some of the provinces did not pay in this capitation tax—because of opposition to the idea of a "central contingency fund," or for other reasons—there was an *impasse* which left the Edmonton teachers without reimbursement.

Finally, however, a compromise was suggested by Dr. E. A. Hardy, of Toronto, which combines the idea of a central fund with that of a voluntary levy. Accordingly, the C.T.F. is to prepare a statement of the claims of any bodies of teachers who have suffered financial losses through disputes with school boards. This statement, being official, is to be placed before each of the Provincial Organizations, and voluntary contributions are to be solicited. The C.T.F. Executive is to administer the funds so collected, and to be responsible for a proper accounting and adjustment of the claims.

A subcommittee was appointed to bring in a budget for the coming year. About \$8000 is to be spent in

carrying on the work of the C.T.F. There will be a small bulletin issued quarterly, which will be incorporated in the official magazines of those provinces which support an official organ, and in the case of the other provinces, will be distributed at the expense of the C.T.F.

There was also a recommendation in favor of making the days of Easter week statutory holidays throughout Canada. Nearly all of the provinces have this arrangement at the present time.

Mr. Howe pointed out that Teacher Representation is the practice in many parts of Quebec. He was much in favor of greater autonomy for the teacher. In the case of his own school, the Westminster High School, Montreal, he sits as representative with the Board.

The reports of the delegates from the provinces represented were very interesting and valuable. These will be published *in extenso* in future issues. There is assuredly a growing impression that perhaps the most valuable feature of the Federation activities consists in gathering together outstanding teachers of the different provinces for an interchange of ideas and ideals. Mr. Huntly, the new President, is strongly in favor of having provincial officials interchange visits and address provincial gatherings of teachers. This idea might be made use of at the provincial conventions with good effect.

The new officers are:

President—H. W. Huntly, M.A., Winnipeg.

Vice-President—H. C. Newland, M.A., LL.B., Edmonton.

Secretary-Treasurer—Miss Helen S. Arbuthnot, Toronto.

The Recognition of Training, Experience and Ability in the Salary Schedule for Teachers

A. E. ROSBOROUGH, M.A., EDMONTON

THERE is a widespread and growing feeling abroad that all is not well with our school system. All phases of our social system are being subjected to a similar criticism. This unrest and dissatisfaction is due largely to the spread of education to the masses, who are now questioning things they formerly accepted. There is in this situation a great hope and a great danger. The old saying, "A little knowledge is a dangerous thing," is a very true one; and we are at present in the midst of just the kind of situation that is brought about by "little knowledge." The bulk of our people can read and write, but the average educational standard does not equal Grade XII. Education is just starting to reach the mass of people; and if the process is carried far enough no one can say how wonderful the result will be; but if it does not go far enough disaster will probably follow. Agitators and revolutionists find their following among people who are educated enough to feel injustice, but not enough to see the proper solution and settling of their problems. Progress demands understanding on the part of the people and the fate of Democracy depends upon the success with which education is carried to all the people.

The question of teachers' salaries is only one phase of the much larger question of efficiency in carrying education to the mass of humanity. We can only consider salaries intelligently when we view them against

the full background of the general educational situation. The public is not interested in what the teacher receives, except in so far as it affects the welfare of the children, and the pocket of the taxpayer. Before we can enlist public support for the reform of the salary situation we must demonstrate, and drive home the demonstration, that the welfare of the children demands the reform, and that the expense can be met with reasonable taxation. The agitation for better salaries, as it has been carried on, has, unfortunately, resulted in a large measure of antagonism from the public. Comparisons between teachers' salaries and the wages in other walks of life have been made in such a way as to create the impression that teachers felt themselves to be more than a little better than other folks. This is a wholly unfortunate idea to get started. As a matter of fact, the teacher should not, and I believe does not, care whether someone else gets better pay than he does or not, so long as the teacher receives what he deserves for services rendered. In fixing the teacher's remuneration it must be borne in mind that his living expenses are just as high as those of any other individual, and probably higher, as he must keep up a neat appearance and must spend considerable money on self-improvement to be fit for his work.

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extension of equal educational opportunities to every child. The advance toward the realization of this ideal in the last century has been enormous, but we have a long way to go yet. The idea took hold, and machinery was developed which seemed adequate to solve the problem, but it is not working out as hoped for. The generally accepted scheme has been to leave education in the hands of local boards and to encourage them by grants from the provincial or state treasury. This system is gradually giving way to full state financing of education. Let us see what the present situation is as revealed by detailed study of the facts by competent observers. The desire to give equal educational opportunity to every child is admitted, but the attempt to accomplish this has resulted in a system which may be criticized under the following heads: (1) There is at present very unequal educational opportunity for the children of different sections; (2) There is no equality of opportunity for the members of the teaching profession; (3) There is an absolute shortage of teachers; (4) There is a very unequal distribution of the burden of taxation for education. Let us consider these in turn and then consider some remedies.

The present system results in a decided discrimination in educational opportunity in favor of the children of the wealthy communities. Seventy-five per cent. of the cities in Canada and United States require from one to three years' experience before a candidate is engaged on the permanent staff. This means that teachers must get that experience in the country. The cities also pay higher salaries, and so the experienced teachers all migrate to the cities. About ninety-five per cent. of the teachers with five years' experience or over will be found in urban schools. This means that the children in the rural schools are being taught by inexperienced teachers. Not only so, but the school equipment in the rural school does not begin to compare with that enjoyed by the city child. This is certainly not equality of educational opportunity, and tends to the creation of a peasant class, which we do not want.

A very serious result of the lack of training of the rural teachers, which is often overlooked, is the retardation and discouragement of pupils. Figures show that out of every 100 pupils entering public school thirty drop out before Grade VI, thirty more before the end of Grade VIII, thirty more before the end of High School, eight more before entering college; and only one finishes a college course. This vast falling off is due to two things chiefly: lack of financial ability to continue, and lack of interest. It would be hard to say which plays the greater part, but probably the majority of those dropping out before the end of Grade VIII do so because of poor teaching, which causes discouragement and lack of interest. The result is an ignorant citizen. This condition it is in the power of the state to rectify, and the state cannot afford to let it go, for it is from such material that agitators get their support for strike and revolutionary activities.

Figures show a further disparity between the opportunities of the urban and rural child in the length of time the schools are open. The urban schools were open for the full time in 1920, yet attendance was so irregular and schools were closed so much in the country that the average attendance for the Province was 111 days, and average of days lost, 89. This means that on the average each child lost nine days out of every twenty of school. This poor record is due to shortage of teachers, the financial inabilities of certain local school districts, and to some extent to inclement weather.

In the second place, inequality of opportunity for the teachers is one of the chief reasons why teaching is not an attractive profession. Every province and state shows a similar condition. The salary a teacher gets depends upon his good fortune in getting into a certain city or town. The range of salaries for high school positions in Alberta is such that the highest salary was \$3500 and the median in 1919 was \$1800. In Ontario the highest salary was \$4500 and the median \$2100. In the United States the highest salary is about \$5000 and the median \$1225. The absolute unfairness of the situation is at once evident when we begin to examine the figures. Each district is a land unto itself as to what salaries it shall pay, subject to certain minimum restrictions set by law. If a teacher has occasion to change position there is very little recognition of previous experience allowed in fixing his new salary. Moreover, teachers, especially in country districts, are not sure of their jobs for more than a month at a time. They are subject to the whims of the local school board, who all too frequently are looking for cheap service without a thought for true economy or efficiency.

Even within the same city there is a glaring fault apparent. Almost universally it is the custom to base salaries on the position held, not on training and experience. A secondary school teacher gets a higher salary than an elementary school teacher. This is the result of custom and is not logical or wise. The most important part of the school system is the elementary school, and we are following a very short-sighted policy if we drive efficient teachers from the elementary schools to the secondary schools by the salary schedules we adopt. A teacher should be free to choose which school he wishes to labor in, and his salary should depend on his training, ability and experience, and not on whether he is a high school teacher or an elementary school teacher.

The shortage of teachers is due to several factors. There is an undoubted feeling that teaching is not a very hard job; that just anybody can teach. This helps to give the profession a low status and to keep salaries low. The low salaries and veiled contempt for the profession tends to keep capable people out of the profession. Despite all the talk about the importance of education the fact remains that there has never been an adequate supply of trained teachers. In the United States it is estimated that there are 170,000 schools either closed or manned by inexperienced and untrained teachers, and there are only 30,000 in the training schools. In Alberta we have always had a large number of permit teachers. I understand that there are several hundred of them at work now.

The shortage is brought about in two ways: It is estimated that the average teaching period of all teachers in the United States is less than five years. I have not been able to find figures for Canada, but I suppose they would be nearly the same. This means that from fifteen to twenty per cent. of the teachers in service drop out each year. There has also been a steady growth of population on the continent which requires more teachers to keep up with it. The school population of Alberta is increasing by about ten per cent. every year. This will necessitate an increase of ten per cent. in the number of teachers. The two causes together show that we need about twenty-five per cent. of the actual teaching force added every year. We are this year adding about twelve per cent., or one-half the required amount.

It should be noticed in this connection, too, that the Universities are increasing their enrollments so rapidly

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that they cannot keep pace with the demand for accommodation. The Normal Schools on the other hand are not even holding their own with respect to population. I am quoting American figures in this. In Alberta the University enrollment has risen from 37 in 1908 to 1200 in 1922. The Normal School enrollment for 1908 I do not know, but it is 500 now, which shows how the University has surpassed it. Investigations in the States have shown further that the Universities are drawing the best students, as the average I.Q. of first and second year students is 10 points higher than for the Normal School pupils, though both were well over the 100 mark. This points to the need for heroic and statesmanlike action to meet the situation which is truly a crisis. The hope for the situation lies in the fact that 35 per cent. of the brightest graduates of High Schools do not go on for any further training, due largely to financial inability. If these could be encouraged to go into teaching, the need would be met.

The fact that taxation is unequal has been shown by many investigations. This comes about in two chief ways: First, the assessment rate varies from 50 to 80 per cent. of the actual value; secondly, the tax rate varies widely. For comparison purposes, we need to find the per child wealth of a district and the tax rate. A very wide variation will be found in both these items. The result is that poor districts, which frequently have a lot of children, are hard put to it to keep schools going at all, even with government grants.

This survey of the system seems to present rather a dark picture, yet there are some bright sides to it too. When we look back over the centuries we see that education is progressing rapidly. Compulsory education is only half a century old. The enrollment in schools is growing rapidly, and a larger and larger percentage of students are going on into High Schools and Universities. This is the strongest kind of evidence of increased interest in education, and the lack of accommodation is compelling the public to think seriously of the whole problem of educational finance. It is now that we need sound and statesmanlike leadership, so that the evolution of our educational system may be able to keep pace with the need. We need the best minds in the Nation turned on this problem, and when the solution has been found we need a persistent campaign of education of the public so that the solution may be accepted and put into effect. The leaders of education are giving their best thought to it now, and as nearly as I can gather the trend of their recommendations is as follows:

The solution of the difficulty hinges on the salary question, but along with reform in salaries we must get a better type of people entering the profession; we must train them better; and we must devise means of effectively eliminating the misfits.

In order to get a better type of candidate we need to go to the secondary schools, and examine the students there. There is now available in the intelligence tests a new and increasingly accurate means of picking out suitable people for professional life. No one should be accepted as a candidate for the teaching profession whose I.Q. is below 100. Those over 100 should be encouraged to enter. This step would go a long way towards removing the stigma now attaching to teaching. The standard might eventually be raised above 100.

Having secured a better type of candidate, the period of training should be lengthened, and should include considerable practice in conducting a school under expert supervision. The period for University

graduates should be two years, for others three years. The second class certificate should be discontinued as soon as possible. This lengthened period of training would tend to make the profession still more unpopular, unless steps were taken to assist the student while training. This is being done now in several of the States of the Union and in England. We have a beginning in our loan system. This should be extended in some such way as follows: When a student begins training the State should assume responsibility for his maintenance, either through a cash grant, or through free residence accommodations. Each student should be required to sign notes, duly endorsed, to cover the amount spent by the State in training him, said notes to become payable at the end of four years. He should also sign a bond to teach in the Province for four years. Each year of successful teaching should cancel one-fourth of these notes. Death or physical disability should also cancel the notes. Only those with an I.Q. of over 100 should be eligible for these grants. Others might be allowed to train at their own expense and without signing any agreement to teach for any definite period. Students who showed unfitness for professional life should have the grants withdrawn, or in extreme cases be dismissed without option of continuing at their own expense.

When the student graduates he should receive a temporary certificate, good for three years, which would be made permanent after three years' successful teaching. When a teacher has been three years in any one position that position should be permanent during efficiency and good behavior. Insecurity of tenure is one of the serious faults of the present system.

A just and adequate system of rewarding services rendered is the crux of the whole situation. This can never be brought about so long as each district is a law unto itself. It can only be accomplished by a province-wide salary schedule which shall give recognition to training, experience and ability. This might be done by law, but the resulting inequality of the taxation burden suggests that it would be best accomplished by a province-wide educational tax, the salaries to be paid from this source. This would make the teacher an employee of the state and not of the local school board. This system is in force in several countries now and is gaining favor in the United States.

A careful system of rating teachers should be worked out in connection with this scheme, and a teacher should be paid according to the work he does and not according to where he happens to be located. Due account should be taken of training, experience, ability and other rewards, such as free house and grounds. In general, the country teacher should be paid the better salary, as his work is harder if properly done.

The present system of rating is an attempt to get a line on the teacher's full activities, but after all it depends on the personal judgment of the inspector. Personal judgment is liable to err, and the rating would lack uniformity. The ratings could be made more uniform by finding the median rating and the dispersion for the Province, and also for each inspector's returns, and making the necessary adjustment to each inspector's report. After all, the thing that counts in rating teachers is the results obtained, and these can now be measured pretty accurately by standardized tests. Results obtained depend on the teacher's ability and also on the ability of the students. In rating teachers on this basis several tests would have to be given. The I.Q. of the students would need to be determined first. At the beginning of the year the students should be

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given an attainment test. At the end of the year they should be given a second attainment test. The difference in scores would indicate the progress made. If the average progress (omitting the cases of those whose I.Q.'s were below 80) be divided by the normal progress for the same time, we can get a mark of the teacher's ability. This mark would also be affected by the ability of the students. If their average I.Q. is below 100 we should not expect normal results. If their average I.Q. is above 100 we should expect better than normal results. To allow for the I.Q. of the students the teacher's mark should be corrected by adding to her mark, as obtained above, 100 minus the average I.Q. of the class. Having secured the rating, teachers should be graded in some such way as this: Above 130, A; 110-130, B; 90-110, C; 70-90, D; below 70, E. Any serious defects in morals or other mental characteristics should also put a teacher in E.

Training should be given adequate recognition. If this is not done the majority will enter on the lowest basis possible and will have little incentive for further study. The work demands as full a training as possible.

Experience remains to be considered. Anyone who has taught realizes how important a factor in successful conduct of a class experience really is. Experience gained in one school is of value in another. However, it does take some time to get adjusted to a new situation, and teachers should be encouraged to stay in one place as much as possible, so I would recommend that a teacher who moves to another school should drop one year in seniority on the schedule. In recognition of the value of experience, which really begins to count after about three years' work, and in order to induce teachers to remain in the profession, I believe a distinct jump in salary should be made when the permanent certificate is secured. It is necessary that teachers keep up to date and avoid getting into a rut. With this end in view, recognition should be given to efforts at self-improvement, such as special training at Summer School. This might be done by providing maintenance for those completing satisfactorily a certain amount of work in the session. A radical advance has been made by Texas, which is giving the teachers one year in seven with full pay to visit other states or engage in further study. This would be a very valuable improvement in our system.

There is one other important matter which must be considered, namely, pensions. If maintenance were provided for teachers in training, and pensions on retirement, it would not be necessary to give as high an initial salary, nor so high a maximum. Very few teachers stay in the profession as a life work, and so only a few would qualify for pensions. If a pension fund kept more in the profession it would be "a consummation devoutly to be wished." A pension fund could probably be established securely along these lines: Each teacher to pay yearly 5 per cent. of salary to the pension fund, and if he leaves the profession before twenty years of service let him withdraw his money with interest at 3 per cent. Let the government pay yearly 1 per cent. of all salaries until the fund is on a sound basis. Pensions should be payable on retirement after 20 years of service at the rate of 3 per cent. of final salary for each year of service, the maximum pension not to exceed the final salary drawn by the teacher before retirement. The profit on the money deposited by transients would be sufficient, in the hands of a competent financier, to establish the fund on a sound basis.

In accordance with the above suggestions I would submit the following salary schedule to apply through-

out the Province, without respect to locality or class of school (i.e. elementary or secondary), but based solely on training, ability and experience:

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The question of cost is bound to be raised when any improvements are suggested. On the average each student in Alberta lost nine days out of every 20 last year. If these students could put in full time under efficient teaching the resultant saving in time and money would more than pay for all the improvements suggested. We talk loudly and long about the value of education and yet spend two dollars on tobacco as a nation for every one dollar on education. A 10 per cent. tax on tobacco would look after all the improvements advocated. We spend more on theatre tickets than on education. We spent enough on the war to endow the whole educational program in Canada and provide for all the suggested improvements in the endowment. All these things show that we can finance any changes necessary if we want to. It is only by the work of the teachers of high ideals that war and the spirit that breeds war can be eliminated. The natural resources of the country and the taxing power of the nation are all at the disposal of the people through their governments, and the benefits which would accrue from the efficient administration of our educational system would amply repay the necessary expenditure. It is not a question of can we afford it so much as can we afford not to support education adequately?

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